



This document is designed to help North Carolina educators teach the Essential Standards (Standard Course of Study). NCDPI staff are continually updating and improving these tools to better serve teachers.

K-12 Theatre Arts • Unpacked Content

For the new Essential Standards that will be effective in all North Carolina schools in the 2012-13 school year.

What is the purpose of this document?

To increase student achievement by ensuring educators understand specifically what the new standards mean a student must know, understand and be able to do.

What is in the document?

Descriptions of what each standard means a student will know, understand and be able to do. The “unpacking” of the standards done in this document is an effort to answer a simple question “What does this standard mean that a student must know and be able to do?” and to ensure the description is helpful, specific and comprehensive for educators.

How do I send Feedback?

We intend the explanations and examples in this document to be helpful and specific. That said, we believe that as this document is used, teachers and educators will find ways in which the unpacking can be improved and made ever more useful. Please send feedback to us at feedback@dpi.state.nc.us and we will use your input to refine our unpacking of the standards. Thank You!

Just want the standards alone?

You can find the standards alone at <http://www.ncpublicschools.org/acre/standards/phase2/>.

Note on Numbering: **K-8** - Grade Level

B-Beginning High School Standards **I** - Intermediate High School Standards

P - Proficient High School Standards **A**-Advanced High School Standards

Note on Strands: **C** - Communication, **A** - Analysis, **AE** – Aesthetics, **CU** – Culture

Note: The study of theatre arts is cumulative and sequential to include learning from previous levels. Students at the high school level will have the option of studying an individual arts discipline as an area of interest or specializing or completing a concentration in studies to prepare them for further education and/or a career in the arts. A student’s entry into a specific high school proficiency level will be based upon his/her student profile or prior experiences in the theatre arts. Students who have received a complete K-8 sequence, or following completion of Beginning level standards, will enter the Intermediate level standards.

Communication			
Essential Standard	Kindergarten	1 st Grade	2 nd Grade
C.1: Use movement, voice, and writing to communicate ideas and feelings.	<p>K.C.1.1: Use non-verbal expression to communicate movement elements.</p> <p>K.C.1.2: Recognize how vocal variety is used to demonstrate feelings.</p> <p>K.C.1.3: Use drawing (pre-writing) to communicate the main idea of stories.</p>	<p>1.C.1.1: Use non-verbal expression to communicate movement elements, including size, weight, and rate.</p> <p>1.C.1.2: Use creative drama techniques, such as storytelling or puppetry, to demonstrate vocal variety.</p> <p>1.C.1.3: Understand that stories have a beginning, middle, and end.</p>	<p>2.C.1.1: Use non-verbal expression to communicate elements of characterization, including age and physicality.</p> <p>2.C.1.2: Use vocal variety and animation to create distinct voices for characters.</p> <p>2.C.1.3: Use dialogue to enhance the clarity of stories.</p>
	<p>K.C.2.1: Use dramatic play to improvise stories and situations.</p> <p>K.C.2.2: Use dramatic play to re-enact stories from texts read aloud.</p>	<p>1.C.2.1: Use improvisation to communicate activities in a variety of situations.</p> <p>1.C.2.2: Use dramatic play to perform stories while texts are read aloud.</p>	<p>2.C.2.1: Use improvisation to communicate problems and resolutions.</p> <p>2.C.2.2: Interpret stories from previously-read texts by acting them out.</p>

Note: Clarifying objective numbers do not necessarily articulate across grade levels.

K – 2nd Grade Unpacking Communication (What does this mean a child will know and be able to do?)**Communication Strand**

Through the creation of theatre, students make artistic choices and communicate those choices in a variety of forms. These communication skills are a natural process of creativity, whether it is in the form of improvising through movement, voice, or writing. Students use their bodies to express ideas, they develop variety in their voices, and they analyze stories and texts to gain further understanding of human behavior. Through shared experiences, students develop as participants, performers, and audience members.

Essential Standards

There are two Essential Standards (C.1) and (C.2) in the Communication Strand for Theatre Arts:

- **C.1:** The first Essential Standard requires students to communicate in one of three ways—movement, voice, and writing. In grades K-2, students communicate through non-verbal expression. They explore the elements of movement as they feel more secure using their bodies for self-expression. For example, students walk around the space while the teacher calls out various signals for them to stop and start. Each time the students start walking again, they walk according to the prompts given by the teacher, such as barefoot on hot pavement, on slippery ice, in mud up to your knees, on marbles, on a rocky trail, in a strange fantasy world, or in snow. As students are exposed to a variety of stories, they learn to use their imaginations to enhance the stories through their own voice. For example, they may create paper bag or paper plate puppets for characters in a story and create voices for each character. They may not be able to write complete sentences, but they communicate the main idea of stories. For example, after the reading of a story, students illustrate the main idea of the story by drawing pictures. Then the teacher guides students through summarizing their illustrations. The emphasis is on process and personal development, rather than formal performance.
- **C.2:** The second Essential Standard requires that the student communicate ideas and feelings through performance. As they become more involved, they learn to use improvisation as a means to communicate their interpretations of stories and a variety of imagined situations. For example, they play an improvisation game such as “What are you doing?” in which each student works with a partner and asks one another “What are you doing?” Each student answers with a physical activity such as brushing my teeth, eating breakfast, riding my bike, etc. By involving themselves with improvisation, they are creating solutions to problems faced in the stories and enact those through several forms of dramatic play. For example, students are given situation cards, such as “You are late for school and missed the bus,” or “You are camping with your family and you see a ferocious bear,” and improvise the activity written on the card culminating with a possible solution.

• **Note:** The K-2 theatre arts program is designed to encourage children's natural enthusiasm for dramatic play. For many children, this is their first experience with any type of structured theatre arts. Through moving, guided listening, improvising, creating, and other experiential involvement, young children discover and develop their dramatic abilities.

Many young children are creatively uninhibited and tend to be eager to perform their accomplishments in front of a willing audience. The creative process motivates students to share, analyze, and evaluate their own work and the work of others. Opportunities for informal sharing are developmentally appropriate at the K-2 level. “Informances” may be used to demonstrate the process for how students arrive at the product or performance as a result of instruction, rather than focusing solely on the end result. Presenting what has been studied or created in the theatre arts class is a learning experience that helps children define the roles of performers and audience members, teaches students to respond to and critique performances appropriately, and helps students build confidence and pride in their work. Sharing theatrical experiences also helps students foster an appreciation of theatre as an art form and as a form of communication. Evaluation should be on both the process and the final performance.

Communication

Essential Standard	3 rd Grade	4 th Grade	5 th Grade
C.1: Use movement, voice, and writing to communicate ideas and feelings.	<p>3.C.1.1: Use non-verbal expression to communicate elements of characterization, including age and physicality.</p> <p>3.C.1.2: Apply appropriate volume and variation in pitch, rate, and tone to express character.</p> <p>3.C.1.3: Understand how to transform stories into written dialogue.</p>	<p>4.C.1.1: Use a variety of postures, gaits, and mannerisms to express character in the presentation of stories.</p> <p>4.C.1.2: Apply appropriate vocal elements of volume, pitch, rate, tone, articulation, and vocal expression to various types of literature and storytelling.</p> <p>4.C.1.3: Understand how to adapt sources, such as literature texts, poetry, and speeches, into scripts.</p>	<p>5.C.1.1: Use a variety of postures, gaits, and mannerisms to express a variety of characters in the presentations of stories.</p> <p>5.C.1.2: Apply appropriate vocal elements of volume, pitch, rate, tone, articulation, and vocal expression in various types of formal and informal presentations.</p> <p>5.C.1.3: Construct original scripts using dialogue that communicates ideas and feelings.</p>
C.2: Use performance to communicate ideas and feelings.	<p>3.C.2.1: Use improvisation to present a variety of simple stories or situations.</p> <p>3.C.2.2: Interpret stories from given texts by acting them out.</p>	<p>4.C.2.1: Use improvisation to tell stories and express ideas.</p> <p>4.C.2.2: Interpret multiple characters from stories through use of the body and voice.</p>	<p>5.C.2.1: Use improvisation to create characters and solve problems.</p> <p>5.C.2.2: Interpret various characters from different genres of given texts through the use of the body and voice.</p>

Note: Clarifying objective numbers do not necessarily articulate across grade levels.

3rd – 5th Grade Unpacking Communication (What does this mean a child will know and be able to do?)**Communication Strand**

Through the creation of theatre, students make artistic choices and communicate those choices in a variety of forms. These communication skills are a natural process of creativity, whether it is in the form of improvising through movement, voice, or writing. Students use their bodies to express ideas, they develop variety in their voices, and they analyze stories and texts to gain further understanding of human behavior. Through shared experiences, students develop as participants, performers, and audience members.

Essential Standards

There are two Essential Standards (C.1) and (C.2) in the Communication Strand for Theatre Arts:

- **C.1:** By the time students have reached grades 3-5, they have more experiences and stories to use for creating their own characters and for generating ideas for their own stories and scripts using movement, voice, and writing. They make judgments about their own observations of physical movement and voice. For example, students create scenario note cards describing characters of different ages and then help one another with a task to rehearse with a partner and share their pantomime of the scenarios with the class. Students learn to apply appropriate vocal elements of volume, pitch, rate, tone, articulation, and vocal expression to various types of literature and storytelling. For example, students select, read, and become familiar with an appropriate literary selection. After rehearsing the telling of their stories on their own, they retell their stories using vocal animation. Students may use prompts to improvise a scene that communicates ideas and feelings, and then use the dialogue and concepts from the improvisation to turn their ideas into scripts. Students may write a two-page script based on a familiar piece of children's literature. The student demonstrates greater flexibility and variety in communicating ideas bodily, vocally, and in writing.
- **C.2:** There is much emphasis on improvisation at this level. Students create their own adaptations of familiar stories and original stories. Through improvisation, they express ideas, create characters, and solve problems. Students are encouraged to use improvisation to maintain spontaneity throughout formal and informal presentations. For example, students work in small groups to improvise the characters, setting, and solution to problem stories written on strips, such as: you have broken something, you must escape, you need something, you have been put under a spell, etc. They are coached to play the scene without thinking about the end result, to play the scene from one moment to the next. They interpret multiple characters from stories through use of the body and voice. Students focus on process rather than product, which is known as process drama.

Note: The 3-5 theatre arts program is designed to reinforce the experiential learning of the primary grades and to create a foundation for additional theatre arts study as children progress to middle school. Performing, composing, improvising, and listening are supported by discussion and reflection to enhance understanding of theatre.

Presentation of work is a natural outcome in the study of theatre. Students will have opportunities to demonstrate their work in many venues at the elementary school level; however, the final product is not the primary emphasis in the theatre arts class. Performances are

simply a culmination of the process of studying and/or creating theatre. Presentations may take place through informal or formal sharing within the classroom for individuals, small groups, the entire class, or for various other audiences. The learning experience is the focus of these presentations, even though a final product may be produced. “Informances” are used to demonstrate the process for how students arrive at the product or performance as a result of instruction. These experiences provide opportunities to define the roles of performers and audience members, teach students to respond to and critique theatrical performances appropriately, and help children to build confidence and pride in their work.

Communication

Essential Standard	6 th Grade	7 th Grade	8 th Grade
C.1: Use movement, voice, and writing to communicate ideas and feelings.	<p>6.C.1.1: Use physical movement and acting skills to express a variety of emotions to an audience.</p> <p>6.C.1.2: Apply appropriate vocal elements of volume, pitch, rate, tone, articulation, and vocal expression.</p> <p>6.C.1.3: Understand how to read and write scripts.</p>	<p>7.C.1.1: Use physical movement and acting skills to express a variety of characters to an audience.</p> <p>7.C.1.2: Apply appropriate vocal elements, such as pitch, volume, and projection, effectively in formal and informal presentations.</p> <p>7.C.1.3: Use playwriting skills to communicate conflict, plot, and character.</p>	<p>8.C.1.1: Use physical movement and acting skills to express stories to an audience.</p> <p>8.C.1.2: Apply appropriate vocal elements, such as pitch, volume, and projection, effectively while portraying characters.</p> <p>8.C.1.3: Create original works that communicate ideas and feelings.</p>
C.2: Use performance to communicate ideas and feelings.	<p>6.C.2.1: Use improvisation and acting skills to role play various scenarios and given situations.</p> <p>6.C.2.2: Interpret various selections of literature through formal and informal presentations.</p>	<p>7.C.2.1: Use acting skills, such as observation, concentration, and characterization, to perform original scenes.</p> <p>7.C.2.2: Interpret a character from literature through formal and informal presentations.</p>	<p>8.C.2.1: Use acting skills, such as observation, concentration, and characterization, to perform original, written scenes.</p> <p>8.C.2.2: Interpret multiple characters from literature through formal and informal presentations.</p>

6th – 8th Grade Unpacking Communication (What does this mean a child will know and be able to do?)**Communication Strand**

Through the creation of theatre, students make artistic choices and communicate those choices in a variety of forms. These communication skills are a natural process of creativity, whether it is in the form of improvising through movement, voice, or writing. Students use their bodies to express ideas, they develop variety in their voices, and they analyze stories and texts to gain further understanding of human behavior. Through shared experiences, students develop as participants, performers, and audience members.

Essential Standards

There are two Essential Standards (C.1) and (C.2) in the Communication Strand for Theatre Arts:

- **C.1:** This Essential Standard requires students to use movement, voice, and writing to communicate social situations and relationships. Students in grades 6-8 identify with physical characteristics related to emotions. As a result, students begin to express more emotions and specific character idiosyncrasies with their bodies. For example, students are assigned a specific emotion to exhibit and walk across a performance area, portraying that emotion using physical movement. Other class members identify which emotion the student is trying to portray. Students realize that they can portray different emotions or meanings just through the delivery of their voices. They develop their voices by applying appropriate vocal elements to the characters and situations. For example, students use a generic line of dialogue, such as, “What are you talking about?” and repeat the line using different vocal elements to portray different meanings. Students develop their playwriting skills through more detailed examples of conflict, plot, and character. They understand the correct format of writing a script. For example, students use various prompts to write short scenes in which plot and character are effectively communicated. After writing three or more scenes, they either select one scene to develop or merge two or more of the scenes into one to develop.
- **C.2:** Students use more advanced skills, such as observation and concentration, to develop their acting skills. They perform their original written scripts, incorporating a variety of acting skills. When they perform from published scripts or from well-known stories, they convey appropriate interpretations. For example, students select a character from a fable to portray in an improvised party. Afterwards, the teacher asks students to describe their characters’ actions at the party and to describe how the characters contribute to the overall meaning of the story or play. Students also take on a variety of roles, sometimes from one script and sometimes from several genres of scripts. For example, the student uses storytelling techniques to portray multiple characters from a single fairy tale, giving opposing views of a common situation.

Note: Students will have many opportunities to experience theatre arts at the middle grades level. Because the curriculum is described in a grade-by-grade format, it will be necessary for the teacher to differentiate objectives appropriately, according to the nature of the course and the instructional levels of students.

Presentation of work is a natural outcome in the study of theatre arts. Students are provided opportunities to demonstrate their work in many venues at the middle school level. However, the final product or performance is not the primary emphasis in the theatre arts class;

performances are simply a culmination of the process of studying and/or creating theatrical performances. “Informances,” demonstrating the process for how students arrive at a performance as a result of instruction, are appropriate at this level. Performing is a learning experience that helps students define the roles of performers and audience members, teaches students to respond to and critique theatrical performances appropriately, and helps students to build confidence and pride in their work. Performances also help foster an appreciation of theatre as an art form and as a form of communication.

Communication

Essential Standard	Beginning	Intermediate	Proficient	Advanced
C.1: Use movement, voice, and writing to communicate ideas and feelings.	<p>B.C.1.1: Use non-verbal expression to illustrate how human emotion affects the body and is conveyed through the body.</p> <p>B.C.1.2: Apply vocal elements of volume, pitch, rate, tone, articulation, and vocal expression.</p> <p>B.C.1.3: Understand how to read and write scripts that communicate conflict, plot, and character.</p>	<p>I.C.1.1: Use non-verbal expression to illustrate how human motivations are prompted by physical and emotional needs.</p> <p>I.C.1.2: Apply vocal elements of volume, pitch, rate, tone, articulation, and vocal expression appropriately to theatrical texts, such as monologues and scenes.</p> <p>I.C.1.3: Produce scripts based on literature texts.</p>	<p>P.C.1.1: Use non-verbal expression and physical self-awareness to communicate movement elements and characterization, including size, weight, and rate of movement.</p> <p>P.C.1.2: Apply vocal elements of volume, pitch, rate, tone, articulation, and vocal expression to develop characters.</p> <p>P.C.1.3: Create original works, such as monologues, scenes, or performance pieces.</p>	<p>A.C.1.1: Use non-verbal expression and physical self-awareness to communicate movement elements and characterization, including differentiation between multiple characters.</p> <p>A.C.1.2: Use voice to create character dialects.</p> <p>A.C.1.3: Use constructive criticism to improve original works both written and read orally.</p>
C.2: Use performance to communicate ideas and feelings.	<p>B.C.2.1: Use improvisation and acting skills, such as observation, concentration, and characterization in a variety of theatre exercises.</p> <p>B.C.2.2: Interpret various selections of dramatic literature through formal and informal presentations.</p>	<p>I.C.2.1: Use improvisation and acting skills, such as observation, concentration, and characterization, to demonstrate given situations.</p> <p>I.C.2.2: Interpret scenes through formal and informal presentations.</p>	<p>P.C.2.1: Use improvisation and acting skills, such as observation, concentration, and characterization, to create extended scenes.</p> <p>P.C.2.2: Interpret monologues through formal and informal presentations.</p>	<p>A.C.2.1: Use improvisation and acting skills to perform for a formal audience using prompts provided by the audience.</p> <p>A.C.2.2: Interpret scripts through formal and informal presentations.</p>

Note: Clarifying objective numbers do not necessarily articulate across grade levels.

High School Unpacking Communication (What does this mean a child will know and be able to do?)

Communication Strand

Through the creation of theatre, students make artistic choices and communicate those choices in a variety of forms. These communication skills are a natural process of creativity, whether it is in the form of improvising through movement, voice, or writing. Students use their bodies to express ideas, they develop variety in their voices, and they analyze stories and texts to gain further understanding of human behavior. Through shared experiences, students develop as participants, performers, and audience members.

Essential Standards

There are two Essential Standards (C.1) and (C.2) in the Communication Strand for Theatre Arts:

- **C.1:** Students in high school communicate with physical elements, including size, weight, rate of movement, etc. For example, students perform a solo pantomime that depicts an everyday activity. Emphasis will be on making the objects they come in contact with real, such as paying attention to the shapes of the objects, the senses that affect how they handle the objects, their use of the objects, etc. Students use the environment and direct observation to create, using body language to interpret how people translate their emotional needs into physical actions. Students use appropriate vocal technique with regards to elements such as pacing and inflection, when performing scenes and monologues. When writing dialogue, their writing skills reflect their maturity of experience, as seen by more complex situations, plots, and characters.
- **C.2:** If students have had prior experiences in theatre arts classes, they have developed their techniques of improvisation, often exhibiting spontaneity that was not shown in earlier grades. Even if students have no or limited K-8 experiences in theatre arts, they still have more life experiences for generating ideas. As they move to more advanced proficiencies, their advanced improvisational techniques translate into a more refined demonstration of characterization and interpretation of scenes in formal and informal theatre presentations. Students show discipline in developing their acting skills through more focused concentration, observation, and characterization. Their choices of scenes and plays also are reflected in their growing maturity.

Note: Theatre arts at the high school level builds on K-8 theatre experiences as a comprehensive, sequential, and discipline-based program. Students continue to broaden their respect for, and understanding of, theatre as an art form. Students examine the relationship of theatre arts to other content areas and the role and meaning of theatre arts in various social, cultural, and historical contexts. Technical expertise, artistic expression, and aesthetic judgment are enhanced through reflective practice, study, and evaluation of their own work and that of others.

Presentation of work through high-quality performance is only one of many valid outcomes of theatre arts education. Students will have opportunities to demonstrate their work in many venues at the high school level. Performances are a culmination of the process of studying and/or creating theatre arts. Formal performances should not determine how the content is presented; but excellent, high-quality performances are typical at the high school level. "Informances," demonstrating the process that students use to arrive at a performance as a result of instruction, are also appropriate at this level. Performing is a learning experience that helps students to define the roles of

performers and audience members, teaches students to respond to and critique theatrical performances appropriately, and helps students to build confidence and pride in their work. Performances also help foster an appreciation of theatre arts as an art form and as a form of communication.

Analysis			
Essential Standard	Kindergarten	1st Grade	2nd Grade
A.1: Analyze literary texts and performances.	<p>K.A.1.1: Recall the basic parts of a story, such as characters, setting, and events.</p> <p>K.A.1.2: Analyze events in relationship to the setting where they take place in formal and informal productions.</p>	<p>1.A.1.1: Analyze texts in terms of the relationships among characters, setting, and events.</p> <p>1.A.1.2: Explain qualities of characters and sequence of events in formal and informal productions.</p>	<p>2.A.1.1: Distinguish the setting, characters, sequence of events, main idea, problem, and solution for a variety of stories.</p> <p>2.A.1.2: Analyze the relationships between events, characters, and settings.</p>

Note: Clarifying objective numbers do not necessarily articulate across grade levels.

K – 2nd Grade Unpacking Analysis (What does this mean a child will know and be able to do?)**Analysis Strand**

Through analysis, students develop an understanding of the elements of theatre and are able to evaluate their work and the work of others based on this knowledge. They analyze plays and other presentations in terms of characterization, theme, mood, and setting. They see how the interrelationships of characters affect the outcome and why playwrights use the selected plot structure. Attending formal and informal presentations enables students with the ability to critique performances, including the ability to make suggestions for improvement.

Essential Standard

There is one Essential Standard (A.1) in the Analysis Strand for Theatre Arts:

- **A.1:** Students in grades K-2 learn to recall the plots and characters of familiar stories. They distinguish which stories and characters they like and tell why certain stories and characters appeal to them more than others. Students distinguish how one character relates to another and how his/her actions affect the other characters. As they are exposed to more stories with different and more complex plots, they make judgments about what they see, read, or hear. Students understand that setting often affects plot, and they can explain why characters reacted in a certain way as a result of their surroundings. Through analysis, students explain cause and effect relationships in formal and informal theatre performances.

Analysis			
Essential Standard	3 rd Grade	4 th Grade	5 th Grade
A.1: Analyze literary texts and performances.	<p>3.A.1.1: Differentiate specific character traits in texts or scripts.</p> <p>3.A.1.2: Evaluate informal or formal theatre productions in terms of the emotions or thoughts they evoke.</p>	<p>4.A.1.1: Analyze texts or scripts in terms of specific character traits and relationships among them.</p> <p>4.A.1.2: Critique choices made about characters, settings, and events as seen, or portrayed in, formal and informal productions.</p>	<p>5.A.1.1: Analyze texts or scripts in terms of setting, characters, sequence of events, main idea, problem, solution, and their interrelationships.</p> <p>5.A.1.2: Evaluate how intended meanings are conveyed through formal and informal productions.</p>

Note: Clarifying objective numbers do not necessarily articulate across grade levels.

3rd – 5th Grade Unpacking (What does this mean a child will know and be able to do?)**Analysis Strand**

Through analysis, students develop an understanding of the elements of theatre and are able to evaluate their work and the work of others based on this knowledge. They analyze plays and other presentations in terms of characterization, theme, mood, and setting. They see how the interrelationships of characters affect the outcome and why playwrights use the selected plot structure. Attending formal and informal presentations enables students with the ability to critique performances, including the ability to make suggestions for improvement.

Essential Standard

There is one Essential Standard (A.1) in the Analysis Strand for Theatre Arts:

- **A.1:** This Essential Standard requires students to read stories and plays to comprehend plot, the idiosyncrasies of characters, and the interrelationships of the characters. Students analyze stories and scripts with more emphasis on problem solving. They understand that the sequence of events is often determined by choices the characters make. When students look at performances, they apply their knowledge of script and character analysis to make judgments about those performances. They judge whether or not the intended meanings are conveyed in the presentations. For example, students watch a formal or informal production and write a critique describing the main characters, setting, and events, and justifying whether or not the artistic choices made were strong choices for the production.

Analysis			
Essential Standard	6th Grade	7th Grade	8th Grade
A.1: Analyze literary texts and performances.	<p>6.A.1.1: Analyze plays in terms of theme, characters, conflict, and their interrelationships.</p> <p>6.A.1.2: Analyze informal or formal theatre productions in terms of the emotions or thoughts they evoke, characters, settings, and events.</p>	<p>7.A.1.1: Analyze plays in terms of theme, characters, conflict, and dialogue.</p> <p>7.A.1.2: Analyze styles of informal and formal theatre productions.</p>	<p>8.A.1.1: Analyze plays in terms of theme, characters, conflict, dialogue, mood, and atmosphere.</p> <p>8.A.1.2: Evaluate the theatrical quality of formal or informal theatre productions.</p>

Note: Clarifying objective numbers do not necessarily articulate across grade levels.

6th – 8th Unpacking Analysis (What does this mean a child will know and be able to do?)**Analysis Strand**

Through analysis, students develop an understanding of the elements of theatre and are able to evaluate their work and the work of others based on this knowledge. They analyze plays and other presentations in terms of characterization, theme, mood, and setting. They see how the interrelationships of characters affect the outcome and why playwrights use the selected plot structure. Attending formal and informal presentations enables students with the ability to critique performances, including the ability to make suggestions for improvement.

Essential Standard

There is one Essential Standard (A.1) in the Analysis Strand for Theatre Arts:

A.1: Students in the middle grades become more discerning about what they see during formal and informal presentations. They distinguish among different styles of theatre and make informed decisions about quality of performances regardless of style. For example, students read a short play and write a play analysis to form an opinion of the play based on specific criteria generated by themselves or by the teacher. Students discuss how performances make them feel emotionally and how well the characters, settings, and events reflect the overall intent of the play. For example, students work as a class to create an evaluation form for the student audience to complete based on theatrical quality and use the form to evaluate future theatre productions.

Analysis

Essential Standard	Beginning	Intermediate	Proficient	Advanced
A.1: Analyze literary texts and performances.	<p>B.A.1.1: Interpret the plot structure and the thematic, technical, and dramaturgical elements within scenes from plays.</p> <p>B.A.1.2: Analyze informal or formal theatre productions in terms of the emotions or thoughts they evoke, characters, settings, and events.</p>	<p>I.A.1.1: Analyze the plot structure and the thematic, technical, and dramaturgical elements within plays.</p> <p>I.A.1.2: Evaluate the works of theatre artists for strengths, weaknesses, and suggestions for improvement.</p>	<p>P.A.1.1: Analyze full-length plays in terms of plot structure, pacing, given circumstances, and character development.</p> <p>P.A.1.2: Distinguish the evolution of written texts to theatrical performances.</p>	<p>A.A.1.1: Differentiate the plot structure, pacing, given circumstances, and character development within plays from a variety of theatre genres.</p> <p>A.A.1.2: Critique performances of written texts based on a set of given criteria.</p>

Note: Clarifying objective numbers do not necessarily articulate across grade levels.

High School Unpacking Analysis (What does this mean a child will know and be able to do?)**Analysis Strand**

Through analysis, students develop an understanding of the elements of theatre and are able to evaluate their work and the work of others based on this knowledge. They analyze plays and other presentations in terms of characterization, theme, mood, and setting. They see how the interrelationships of characters affect the outcome and why playwrights use the selected plot structure. Attending formal and informal presentations enables students with the ability to critique performances, including the ability to make suggestions for improvement.

Essential Standard

There is one Essential Standard (A.1) in the Analysis Strand for Theatre Arts:

- **A.1:** Students in high school have a more mature understanding of play analysis. After reading a scene or play, they discuss beyond basic plot and character elements, including insight into the elements of pacing, style, and genre. They explain the strengths and weaknesses of certain performances and offer constructive criticism. Students also explain how a narrative text can be transformed into a script. As a class, students read a recently published play that could be performed for the school and analyze the plot structure, themes, and technical elements. Students discuss what makes theatre effective to an audience and are assigned a project in which they must view a performance and write a three-page critique. By this level, students use a journal to record their strengths, weaknesses, and suggestions for improvement as a theatre artist.

Aesthetics			
Essential Standard	Kindergarten	1st Grade	2nd Grade
AE.1: Understand how to design technical theatre components, such as costumes, sets, props, makeup, lighting, and sound.	<p>K.AE.1.1: Compare an audience space to a presentation space.</p> <p>K.AE.1.2: Understand how costumes enhance dramatic play.</p>	<p>1.AE.1.1: Understand how to prepare spaces for presentations.</p> <p>1.AE.1.2: Understand how the use of costumes and props enhance dramatic play.</p>	<p>2.AE.1.1: Explain how space affects performances.</p> <p>2.AE.1.2: Understand how the use of costumes, props, and masks enhance dramatic play.</p>

Note: Clarifying objective numbers do not necessarily articulate across grade levels.

K – 2nd Grade Unpacking Aesthetics (What does this mean a child will know and be able to do?)**Aesthetics Strand**

Aesthetics is the aspect of theatre that includes the visual elements of technical design and production used to evoke a response in the observer. Students learn to design and produce theatre by conceptualizing artistic interpretations for informal or formal productions. Students design costumes, scenery, makeup, and lighting to enhance the overall aesthetics of theatrical presentations. They learn that the technical aspects of theatre affect the mood and atmosphere of the play, whether it is the selection of music, properties, or the selection of colors in costumes or scenery. Students also learn about different performance spaces, such as proscenium, thrust, and arena theatres. They understand the concepts of black box theatres and the different effects of dramatic lighting. They understand that technical theatre supports the production and helps the audience understand the intentions of the playwright.

Essential Standard

There is one Essential Standard (AE.1) in the Aesthetics Strand for Theatre Arts:

- **AE.1:** This Essential Standard requires that students be familiar with all areas associated with performance as well as the use of costumes, props, and masks to enhance dramatic play. Students learn the differences between presentation space and audience space. They understand that presentation space looks different from audience space and that it is arranged differently for different types of performances. For example, students change the arrangement of furniture and select appropriate costume pieces, props, or masks based on the particular story, whether it is a fairy tale or a more contemporary story. They discuss the need for separation between the audience and the performers and will be able to choose which space might be best suited for a ballet, symphony, or play.

Aesthetics

Essential Standard	3 rd Grade	4 th Grade	5 th Grade
AE.1: Understand how to design technical theatre components, such as costumes, sets, props, makeup, lighting, and sound.	<p>3.AE.1.1: Organize spaces to reflect the settings of stories.</p> <p>3.AE.1.2: Understand how to use costumes, props, masks, and set pieces to support dramatic presentations.</p>	<p>4.AE.1.1: Select technical options that could be used to enhance a performance space.</p> <p>4.AE.1.2: Understand how to use costumes, props, masks, set pieces, and lighting to support dramatic presentations.</p>	<p>5.AE.1.1: Select technical materials, such as set, props, colors, and effects that are appropriate for, and support, performances.</p> <p>5.AE.1.2: Understand how to use costumes, props, masks, set pieces, lighting, and sound to support dramatic presentations.</p>

Note: Clarifying objective numbers do not necessarily articulate across grade levels.

3rd – 5th Grade Unpacking Aesthetics (What does this mean a child will know and be able to do?)**Aesthetics Strand**

Aesthetics is the aspect of theatre that includes the visual elements of technical design and production used to evoke a response in the observer. Students learn to design and produce theatre by conceptualizing artistic interpretations for informal or formal productions. Students design costumes, scenery, makeup, and lighting to enhance the overall aesthetics of theatrical presentations. They learn that the technical aspects of theatre affect the mood and atmosphere of the play, whether it is the selection of music, properties, or the selection of colors in costumes or scenery. Students also learn about different performance spaces, such as proscenium, thrust, and arena theatres. They understand the concepts of black box theatres and the different effects of dramatic lighting. They understand that technical theatre supports the production and helps the audience understand the intentions of the playwright.

Essential Standard

There is one Essential Standard (AE.1) in the Aesthetics Strand for Theatre Arts:

- **AE.1:** Students in grades 3-5 are more selective when they choose colors, effects, and other technical equipment, such as props and scenery for the settings of their stories. Rather than selecting the most obvious technical materials, such as furniture and props, students also select color choices in costumes and scenery, the application of makeup, and discriminating choices in sound and lighting. They match their choices with the genre of the story. As students progress, they create their own designs for costumes and scenery based on sound principles of design. Students create plots to organize the technical elements in their dramatic presentations, and they show greater responsibility by the accuracy and organization of their technical plots.

Aesthetics

Essential Standard	6 th Grade	7 th Grade	8 th Grade
AE.1: Understand how to design technical theatre components, such as costumes, sets, props, makeup, lighting, and sound.	<p>6.AE.1.1: Understand how the major technical elements of theatre, such as lights, sound, set, and costumes, are used to support and enhance a theatrical production.</p> <p>6.AE.1.2: Understand how to use technical theatre components of costumes, props, masks, and set pieces to support formal or informal dramatic presentations.</p>	<p>7.AE.1.1: Illustrate the major technical elements, such as lights, sound, set, and costumes.</p> <p>7.AE.1.2: Understand how to use technical theatre components of costumes, props, masks, set pieces, and lighting to support dramatic presentations.</p>	<p>8.AE.1.1: Apply the major technical elements to informal and formal presentations.</p> <p>8.AE.1.2: Understand how to use technical theatre components of costumes, props, masks, set pieces, lighting and sound to support formal or informal dramatic presentations.</p>

Note: Clarifying objective numbers do not necessarily articulate across grade levels.

6th – 8th Grade Unpacking Aesthetics (What does this mean a child will know and be able to do?)**Aesthetics Strand**

Aesthetics is the aspect of theatre that includes the visual elements of technical design and production used to evoke a response in the observer. Students learn to design and produce theatre by conceptualizing artistic interpretations for informal or formal productions. Students design costumes, scenery, makeup, and lighting to enhance the overall aesthetics of theatrical presentations. They learn that the technical aspects of theatre affect the mood and atmosphere of the play, whether it is the selection of music, properties, or the selection of colors in costumes or scenery. Students also learn about different performance spaces, such as proscenium, thrust, and arena theatres. They understand the concepts of black box theatres and the different effects of dramatic lighting. They understand that technical theatre supports the production and helps the audience understand the intentions of the playwright.

Essential Standard

There is one Essential Standard (AE.1) in the Aesthetics Strand for Theatre Arts:

- **AE.1:** This Essential Standard requires middle grade students to apply the knowledge they have attained in technical theatre. They sketch costume designs, set designs, and lighting designs. For example, they sketch costumes for a stock character from a selected play and demonstrate their understanding of design elements by incorporating appropriate lines, shapes, patterns, and colors. As more advanced tools and procedures are used to create technical elements, students correct safety procedures in the production process. Students construct flats, platforms, set pieces using appropriate safety practices, and they build or obtain appropriate props and costumes. They understand that all technical elements must be the result of collaboration among the entire production staff.

Aesthetics

Essential Standard	Beginning	Intermediate	Proficient	Advanced
AE.1: Understand how to design technical theatre components, such as costumes, sets, props, makeup, lighting, and sound.	<p>B.AE.1.1: Understand the major technical elements, such as sound, lights, set, and costumes, and their interrelationships.</p> <p>B.AE.1.2: Explain how the major technical elements, such as sound, lights, set, and costumes, are used to enhance formal or informal productions.</p>	<p>I.AE.1.1: Use technical knowledge and design skills to formulate designs.</p> <p>I.AE.1.2: Use the major technical elements, such as sound, lights, set, and costumes, for formal or informal audiences.</p>	<p>P.AE.1.1: Analyze design concepts for aesthetic impact of technical elements.</p> <p>P.AE.1.2: Apply working knowledge to solve problems in the major technical elements, such as sound, lights, set, and costumes, for formal or informal audiences</p>	<p>A.AE.1.1: Use technical knowledge and design skills to formulate designs for a specific audience.</p> <p>A.AE.1.2: Use the knowledge and skills associated with technical roles, such as lighting operator, prop master, or stage manager, in an appropriate and effective manner.</p>

Note: Clarifying objective numbers do not necessarily articulate across grade levels.

High School Unpacking Aesthetics (What does this mean a child will know and be able to do?)**Aesthetics Strand**

Aesthetics is the aspect of theatre that includes the visual elements of technical design and production used to evoke a response in the observer. Students learn to design and produce theatre by conceptualizing artistic interpretations for informal or formal productions. Students design costumes, scenery, makeup, and lighting to enhance the overall aesthetics of theatrical presentations. They learn that the technical aspects of theatre affect the mood and atmosphere of the play, whether it is the selection of music, properties, or the selection of colors in costumes or scenery. Students also learn about different performance spaces, such as proscenium, thrust, and arena theatres. They understand the concepts of black box theatres and the different effects of dramatic lighting. They understand that technical theatre supports the production and helps the audience understand the intentions of the playwright.

Essential Standard

There is one Essential Standard (AE.1) in the Aesthetics Strand for Theatre Arts:

The Standard

- **AE.1:** At the high school level, students identify major technical elements in dramatic presentations and make judgments about their effectiveness. They build upon ideas of others and formulate designs of their own. They identify and make judgments about technical elements, and they comment on their aesthetic appeal. Students explain which elements are more effective for different types and genres of plays. Students also become more technically adept at managing, organizing and operating technical equipment. They serve as light board operators, stage managers, costume and wardrobe assistants, or property masters. Students also understand the consequences of not following correct safety precautions. When asked to create designs for a specific audience, they use extensive research for the appropriateness of their designs.

Culture

Essential Standard	Kindergarten	1 st Grade	2 nd Grade
CU.1: Analyze theatre in terms of the social, historical, and cultural contexts in which it was created.	<p>K.CU.1.1: Use theatre arts to illustrate how people express themselves differently.</p> <p>K.CU.1.2: Identify the cultural/historical contexts of stories that are acted out.</p>	<p>1.CU.1.1: Recognize how theatre is used in customs and traditions of various cultures.</p> <p>1.CU.1.2: Compare the impact of different media, such as theatre, film, the Internet, and television, on family life.</p>	<p>2.CU.1.1: Exemplify theatrical works representing the heritage, customs, and traditions of various cultures.</p> <p>2.CU.1.2: Explain the impact of media, such as theatre, film, the Internet, and television, on family life.</p>
CU.2: Understand the traditions, roles, and conventions of theatre as an art form.	<p>K.CU.2.1: Understand how to attend to others when they are sharing.</p> <p>K.CU.2.2: Recognize the role of the director or acting coach.</p>	<p>1.CU.2.1: Understand how to use appropriate behavior as an audience member.</p> <p>1.CU.2.2: Use appropriate responses to the director or acting coach.</p>	<p>2.CU.2.1: Illustrate how to share focus with others in a group setting.</p> <p>2.CU.2.2: Summarize the role of the director or acting coach.</p>

Note: Clarifying objective numbers do not necessarily articulate across grade levels.

K – 2nd Grade Unpacking Culture (What does this mean a child will know and be able to do?)**Culture Strand**

The culture strand relates to the evolution of history and culture in the theatre arts, which includes traditions that have evolved and become a part of the culture in the United States and the world. The Culture Strand also encompasses conventions, or rules, by which plays are performed, that are specific to the stage. Culture includes the understanding of public reaction and behavior when attending theatrical performances, as well as appropriate responses to theatre, including the giving and receiving of constructive criticism.

Essential Standards

There are two Essential Standards (CU.1) and (CU.2) in the Culture Strand for Theatre Arts:

- **CU.1:** This Essential Standard requires students to understand why cultural traditions and heritage are important in the creation of theatre. Students identify how their own customs and traditions can be told theatrically. Students recognize how certain events are celebrated differently in different cultures, and they understand that some of these celebrations, which are based on cultural heritage, are very elaborate and entertaining. Students understand that the context of the stories is affected by each culture's own set of rules and their accessibility or inaccessibility to the media. Students interpret the traditions of other cultures by performing them in creative dramatics. For example, students may read several fairy tales from another culture or country and chooses one fairy tale to act out in small groups.
- **CU.2:** Students understand the rules of social interaction, especially during times when students are sharing. They demonstrate appropriate behavior when being led in group dramatics. They understand that sharing focus includes giving and taking focus and that it is guided by a leader. They participate in dramatic play in which the acting coach or teacher must give essential directions and explain why they must listen to the acting coach in order to be successful as a team. Following a discussion of the role of the director, students are led through a re-enactment of an action story.

Culture

Essential Standard	3 rd Grade	4 th Grade	5 th Grade
CU.1: Analyze theatre in terms of the social, historical, and cultural contexts in which it was created.	<p>3.CU.1.1: Exemplify how theatre arts are used by various groups for artistic expression within the local community</p> <p>3.CU.1.2: Explain how theatre, film, and television impact our society.</p>	<p>4.CU.1.1: Understand how theatre arts have affected, and are reflected in, the culture, traditions, and history of North Carolina.</p> <p>4.CU.1.2: Create theatrical works that exemplify aspects of the culture, beliefs, and history of North Carolina.</p>	<p>5.CU.1.1: Understand how theatre arts have affected, and are reflected in, the culture, traditions, and history of the United States.</p> <p>5.CU.1.2: Create theatrical works that exemplify aspects of the culture, beliefs, and history of the United States.</p>
CU.2: Understand the traditions, roles, and conventions of theatre as an art form.	<p>3.CU.2.1: Illustrate theatre etiquette appropriate to the performance situation.</p> <p>3.CU.2.2: Understand the role of the actor in relation to performance responsibilities, such as memorization, blocking, and characterization.</p>	<p>4.CU.2.1: Use critiques to improve performances.</p> <p>4.CU.2.2: Understand the role of the playwright in relation to script construction techniques, such as dialogue, protagonist, and antagonist.</p>	<p>5.CU.2.1: Use strategies to critique self and others in a respectful and constructive manner.</p> <p>5.CU.2.2: Understand the role of the director in relation to staging techniques, such as cheating out, blocking, and levels.</p>

Note: Clarifying objective numbers do not necessarily articulate across grade levels.

3rd – 5th Grade Unpacking Culture (What does this mean a child will know and be able to do?)**Culture Strand**

The Culture Strand relates to the evolution of history and culture in the theatre arts, which includes traditions that have evolved and become a part of the culture in the United States and the world. The Culture Strand also encompasses conventions, or rules, by which plays are performed, that are specific to the stage. Culture includes the understanding of public reaction and behavior when attending theatrical performances, as well as appropriate responses to theatre, including the giving and receiving of constructive criticism.

Essential Standards

There are two Essential Standards (CU.1) and (CU.2) in the Culture Strand for Theatre Arts:

- **CU.1:** The first Essential Standard requires students to analyze theatre through social, historical, and cultural contexts. In grades 3-5, students understand how theatre affects and is affected by their community, in North Carolina, and in the United States. They explain how theatre is a reflection of what happens regionally. For example, students research the outdoor dramas in North Carolina and summarize how history is reflected in the plots, or they work in groups to research different periods of United States history as it relates to theatre. Students also learn that theatre, film, and television affect our own decisions about what we buy and about our own way of thinking. For example, students may explain the impact of theatre on society by discussing how theatre, film, and television influence fashion and shopping.
- **CU.2:** The second Essential Standard requires students to understand the traditions, roles, and conventions of theatre. In grades 3-5 students practice appropriate theatre etiquette. Students understand that there are certain rules of behavior for those involved in theatre, which are different from normal social behaviors. For example, students may present their interpretations of “a theatre experience” to other students using theatre etiquette appropriate for selected venues. Students explain the different roles in the theatre and understand that the success of a performance is dependent upon everybody performing the duties of their roles. Students help other classmates improve their performances by offering suggestions in a respectful and constructive manner. For example, students trade and read original works and provide verbal or written feedback to their peers that include three "good things," and three "things to change."

Culture

Essential Standard	6 th Grade	7 th Grade	8 th Grade
CU.1: Analyze theatre in terms of the social, historical, and cultural contexts in which it was created.	<p>6.CU.1.1: Understand theatre arts in relationship to the geography, history, and culture of world civilizations and societies from the beginning of human society to the emergence of the First Global Age (1450).</p> <p>6.CU.1.2: Create theatrical works that exemplify the style and culture of Europe and South America.</p>	<p>7.CU.1.1: Understand theatre arts in relationship to the geography, history, and culture of modern societies from the emergence of the First Global Age (1450) to the present.</p> <p>7.CU.1.2: Create theatrical works that exemplify the style and culture of Africa, Asia, and Australia.</p>	<p>8.CU.1.1: Understand the role of theatre arts in North Carolina and the United States in relation to history and geography.</p> <p>8.CU.1.2: Create theatrical works that exemplify the style and culture of North Carolina, the United States and/or North America.</p>
CU.2: Understand the traditions, roles, and conventions of theatre as an art form.	<p>6.CU.2.1: Summarize the rules and purpose of audience etiquette.</p> <p>6.CU.2.2: Understand the roles of actors and directors in creating performances.</p>	<p>7.CU.2.1: Compare the rules and expectations of audience etiquette for different venues.</p> <p>7.CU.2.2: Understand the role of the playwright in relation to scripting theatre.</p>	<p>8.CU.2.1: Use appropriate theatre etiquette as a participant in informal and formal theatre.</p> <p>8.CU.2.2: Understand the roles of technical theatre in relation to theatrical productions.</p>

Note: Clarifying objective numbers do not necessarily articulate across grade levels.

6th – 8th Grade Unpacking Culture (What does this mean a child will know and be able to do?)**Culture Strand**

The Culture Strand relates to the evolution of history and culture in the theatre arts, which includes traditions that have evolved and become a part of the culture in the United States and the world. The Culture Strand also encompasses conventions, or rules, by which plays are performed, that are specific to the stage. Culture includes the understanding of public reaction and behavior when attending theatrical performances, as well as appropriate responses to theatre, including the giving and receiving of constructive criticism.

Essential Standards

There are two Essential Standards (CU.1) and (CU.2) in the Culture Strand for Theatre Arts:

- **CU.1:** This Essential Standard requires students in grades 6-8 to explore world theatre in relation to geography, history, and culture. Students explain how theatre from other parts of the world has affected American theatre. For example, they research the historical traditions of Kabuki theatre and its relationship to the culture of Japan, from Kabuki's beginnings to modern day Japan. Students argue aspects of Japan's culture that affected the evolution of Kabuki theatre and other genres of contemporary Japanese theatre. They understand the evolution of world theatre from its earliest beginnings to its present day forms. Students explain how theatre is reflected in the geography and culture and how it helps transform society. They make conclusions about how theatre has developed in North Carolina and in the United States. Students demonstrate their understanding of world theatre by performing a scene in a style from a given culture or age, such as the Italian Commedia dell'arte or pre-colonial theatre of Africa.
- **CU.2:** Middle grade students have a better understanding of the rules of theatre etiquette and the roles that actors and directors play in performance. They understand the relationship between playwrights to scripts and the importance of theatre technicians to the production. Students may use a rubric/checklist to self-evaluate their own theatre etiquette behaviors. They explain the rules and expectations for different performance venues, such as a concert, a musical comedy, a dance recital, a dramatic play in a thrust theatre or in the round, an opera, etc. For example, students may explain the role of the audience at an improv show and that it is more interactive than at an opera.

Culture

Essential Standard	Beginning	Intermediate	Proficient	Advanced
CU.1: Analyze theatre in terms of the social, historical, and cultural contexts in which it was created.	<p>B.CU.1.1: Use theatre arts to explore concepts in world history and relate them to significant events, ideas, and movements from a global context.</p> <p>B.CU.1.2: Exemplify history, culture, geography, economics, civics, and government from a global perspective through the creation of theatrical works.</p>	<p>I.CU.1.1: Use theatre arts to explore concepts of civics and economics, such as systems, functions, structures, democracy, economics, and interdependence.</p> <p>I.CU.1.2: Exemplify the concepts of civics and economics through the creation of theatrical works.</p>	<p>P.CU.1.1: Understand the role of theatre arts in United States history as a means of interpreting past eras within an historical context.</p> <p>P.CU.1.2: Exemplify the concepts of United States History through the creation of theatrical works.</p>	<p>A.CU.1.1: Interpret theatre arts from personal, cultural, and historical contexts.</p> <p>A.CU.1.2: Exemplify a variety of theatrical forms, such as puppetry, musical theatre, and pantomime, from Non-Western cultures and a variety of historical periods through the creation of theatrical works.</p>
CU.2: Understand the traditions, roles, and conventions of theatre as an art form.	<p>B.CU.2.1: Illustrate appropriate theatre etiquette as a member of an audience, as a performer, and as a technician.</p> <p>B.CU.2.2: Use acting conventions, such as stage presence, subtext, style, and ensemble work, to perform formal or informal works.</p>	<p>I.CU.2.1: Understand theatre etiquette that is appropriate for a variety of theatrical spaces, styles, and genres.</p> <p>I.CU.2.2: Use production conventions, such as blocking or style, as given by directors or as indicated by playwrights.</p>	<p>P.CU.2.1: Understand how the rules of audience etiquette originated, how they have evolved, and for what purpose.</p> <p>P.CU.2.2: Analyze the interrelationships of theatre roles.</p>	<p>A.CU.2.1: Design strategies to encourage appropriate audience etiquette.</p> <p>A.CU.2.2: Integrate conventions and structures of theatre when creating formal or informal theatre productions.</p>

Note: Clarifying objective numbers do not necessarily articulate across grade levels.

High School Unpacking Culture (What does this mean a child will know and be able to do?)**Culture Strand**

The Culture Strand relates to the evolution of history and culture in the theatre arts, which includes traditions that have evolved and become a part of the culture in the United States and the world. The Culture Strand also encompasses conventions, or rules, by which plays are performed, that are specific to the stage. Culture includes the understanding of public reaction and behavior when attending theatrical performances, as well as appropriate responses to theatre, including the giving and receiving of constructive criticism.

Essential Standards

There are two Essential Standards (CU.1) and (CU.2) in the Culture Strand for Theatre Arts:

- **CU.1:** Students in high school establish connections between events that happened in world history to specific movements and styles in theatre. For example, students explore protest drama of the 1960s, including connections between civil rights or the cold war and how it affected domestic life. Students understand how theatres may schedule only a specific genre or have established criteria for shows they produce because of economics and local culture. They explore United States and world history through the lens of theatre. For example, they may dramatize a debate about specific amendments to the U. S. Constitution, or they use performance to distinguish the difference between Non-Western theatre and Western theatre.
- **CU.2:** As high school students take on the perspectives of audience members during student and other performances, they demonstrate appropriate theatre etiquette. They demonstrate and compare the rules of theatre etiquette for performers and technicians across historical periods. Students model appropriate theatre etiquette for younger and less-informed students. Theatre arts students apply the concepts of “conventions” to their performance scenes, such as use of the fourth wall, projection, subtext, and counter-cross. By the time they reach proficiency, students have a full understanding of the interrelationship of the many roles of theatre personnel. They may create an organizational chart showing the leadership roles and responsibilities of an entire production crew.